

Running head: LISTENING COMPREHENSION THROUGH SONGS

THE IMPLEMENTATION OF SONGS TO PROMOTE LISTENING
COMPREHENSION IN TENTH GRADERS AT INSTITUTO KENNEDY

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ABSTRACT

This classroom project aims to explore the effects that songs might have in listening comprehension to identify specific vocabulary, grasp the main idea of the song and make inferences, through a set of didactic activities proposed by the implementers when teaching English in a classroom of tenth graders whose ages ranged between 15 and 16 years old in the public school “Instituto Kennedy” in the city of Pereira. The data that supports this project was collected through teaching journals, observation journals and artefacts. This project was implemented by the use of three listening stages: pre, while and post in order to carry out the lessons. Some of the activities developed were taken from “Beyond the Gap Fill” activities proposed by Lorenzutti, (2014) and modified taking into consideration students’ age and English proficiency level.

RESUMEN

Este proyecto de aula busca explorar los efectos que las canciones podrían tener en comprensión de escucha para identificar vocabulario específico, comprender la idea principal de una canción y hacer inferencias, por medio de un set de actividades dinámicas propuestas por los implementadores al enseñar inglés a un grupo de estudiantes de décimo grado, cuyas edades oscilan entre 15 y 16 años en el colegio público “Instituto Kennedy” en la ciudad de Pereira. Los datos que soportan este proyecto fueron colectados usando diarios, observaciones y artefactos (actividades que realizan los estudiantes). Este proyecto fue implementado usando tres pasos de escucha: pre- durante- post para así llevar a cabo las clases. Algunas de las actividades fueron tomadas de “Beyond the gap fill” por Lorenzutti (2014) y modificadas de acuerdo a la edad y el nivel de inglés de los estudiantes.

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1. JUSTIFICATION

As an important part of life, music has become one of the most powerful pedagogical tools to teach culture, arts and to learn a new language. Although EFL teachers have tried to implement songs as a teaching tool in the EFL classroom with the intention of present language in a different way, its implementation tends to be developed as a strategy to entertain and make the classes more enjoyable rather than a purposeful instrument to teach the target language.

The United Nations Educational, Scientific and Cultural Organization, (UNESCO) has created the 2030 agenda to achieve goals related to culture, science and education recognizing that education is essential to accomplish those goals. This agenda provides guidance to governments on how to set these goals or commitments into action. Thus, the *Ministerio de Educación Nacional* (MEN) has promoted projects to create guidelines to improve and organize the quality of education in Colombia, (MEN) has as main goals to promote a bilingual country and to change the English learning process in Colombia. Some proposals for the teaching of English have tried to achieve these goals such as the *Programa Nacional de Bilingüismo* (2006-2010), *Programa de Fortalecimiento al Desarrollo de Competencias en Lenguas Extranjeras* (PFDCL, 2010 - 2014); however, these strategies do not show any significant improvement in the students.

The most recent project promoted by (MEN) is the *Programa Nacional de Inglés* “Colombia very well” (2015-2025), which aims to promote a B1 level on at least 50% of the population presenting the Prueba Saber 11 and the graduates from a language degree will get

a C1 English proficiency level since Colombian teachers and students have shown a low level of English in previous *Saber Pro tests*. This problematic is explained by MEN with statistics that shows that the 54% of the students have equivalent results to those who have been exposed or immersed to English language. Something worrying is that more than the 50% of the students have an A- level in English, according to the Common European Framework, and only 6% of 11th grade students reach the level B1 or more. Consequently, throughout the program there have been attempts to improve the level of English, but there is no evidence of a significant increment in the results. Since 2008 the rate of improvement at level A1 is 1% per annum; however, the private bilingual schools have the highest attainments, but they represent 1% of students. Knowing the results that the *Ministerio de Educación Nacional*, (MEN) had shown about the current proficiency level of English in Colombia and taking into consideration the aims of the recent national program of English “Colombia Very Well” (2015-2025) is evident that the traditional methodologies, techniques, and strategies used in the public schools have not been successful.

Due to the necessity to increase English student’s level, teachers and researchers have been looking for new alternatives and strategies. Music appears as a suggestion to be implemented in English education since it surrounds everyday life activities such as culture, arts and education. Some studies conducted internationally, have used music to teach English. One of these studies was done in Japan by Millington, (2011) demonstrated that songs can be used as a pedagogical tool to improve listening skills and pronunciation while vocabulary and sentence structures are taught. This finding is relevant since it leads the project to increase the quantity of skills that will be implemented in the lesson. For this to be done, it is needed to incorporate skills that the lesson demands. This to register the improvements

and/or weakness of the students; in this way, it will expand the possibility of gathering multiple results and findings in any of the language skills.

To support the above, this classroom project has found similar researches carried out in Colombia with the aim to explore the advantages of using music in the EFL classroom. A study developed by Perez (2009), showed how the implementation of music in English classes helped the students to enjoy listening activities such as filling the gaps, discussions about the intention of the song, and identify unknown vocabulary when listening a song. This remarks the importance of using songs while teaching English in Colombia with multiple activities with the same purpose, allowing students to learn English unconsciously since they listen and sing the song. Moreover, it evidences that the selection of enjoyable songs has an influence on student's willingness to learn and participate in the class.

Pereira is not far behind the implementation of music in an EFL classroom, there have been some projects carried out in the city. To begin with, Betancur, Gutierrez and Florez, (2016) suggested that the use of music with songs that were selected according to the level of the students has a positive effect in the attitude of third grade students. They also identified that the students took advantage of the songs that were used according to their proficiency level to better understand the corresponding topic when visual and physical references were used. In this study, there is an evidence of the importance of selecting appropriate songs according to the preferences and level of the students.

After understanding the current proposals of the inclusion of music while teaching English, it is evident that the implementation of music with different methodologies and strategies has been applied in other countries attempting to enhance vocabulary, listening and reading comprehension, pronunciation and writing skills. It has been shown that in the

Colombian context is also effective to use songs while teaching English, but there is a need to extend and implement more listening activities and different strategies rather than using the same traditional methods in which music is seen as a distraction and only a warm up activity. To better understand this necessity of new strategies and activities to teach English through music, Lorenzutti, (2014) dabbled in the implementation of music in an EFL classroom, by saying:

“Despite the rich potential of songs as authentic and stimulating texts, when it comes to designing a listening activity for a song, teachers tend to rely upon the Gap Fill as the sole activity: “Listen and fill in the blanks ... listen again ... check and move on to the next activity” is almost a mantra. Yet songs can be utilized in more variable and stimulating ways to challenge students to learn and think about language, and songs can provide opportunities for integrated skills practice as well as cultural and intercultural analysis” (2014, p. 14).

Based on this tendency to rely only upon filling the gap activities, this classroom project will innovate in the implementation of a methodology that use different listening activities by using songs and learning not only language, but also cultural and intercultural, to expand and transcend the traditional techniques used by the EFL teachers.

The development of this classroom project has as a main purpose to explore the effects of songs when teaching listening comprehension. Due to the information already mentioned, it is necessary to implement different activities in the English classes using songs to promote the interest for the class, to encourage and to facilitate student’s learning process of a foreign language. This classroom project will be framed under the central approach, in this type of curriculum the development of the class starts with the selection of teaching

activities, techniques, and methods rather than with the elaboration of a detailed language syllabus or specification of learning outcomes.

Amador, (2011), an expert in Bilingualism and in development of English as a second language, said that Colombian EFL teachers, especially in public schools, does not have a clear concept of the methodology to teach English because most of them tend to teach in a grammatical way, also translating word by word. Verb to be and filling the gaps are the main activities used by teachers; therefore, there is not discourse or pragmatics competence. Additionally, she pointed out that there is a necessity to communicate, a reason to speak and express themselves in English, instead of translating.

When students are exposed to authentic materials throughout their learning process when learning a foreign language, they could have more opportunities to get better performance in real life situations where the target language and culture is needed. The use of songs in an EFL classroom play an important role while students learn a second language since it could increase their English skills. Moreover, it will bring the students new experiences in a learning process and change the idea that English as a subject just taught by translation and memorizing information (Amador, 2011). Besides, using songs from Anglophone countries, the students will be exposed to authentic language, cultural expressions, language chunks accents and so on. Also, due to the use of songs, students could practice English entertainingly and amusingly the listening and speaking skill which is left side in most of the public schools, integrating it with reading and writing to create an integral learning process.

This proposal aims at exploring the effect of music when it is implemented in secondary school children to improve the English language skills of students. It also pursues

to apply a methodology that allows students to develop the English competences required. The lack of use of different activities for the implementation of songs in the EFL classroom has generated a superficial and traditional use of music for learning a new language, leaving aside many activities that can be implemented in the classroom, can improve the level of English in the students and their motivation. This project seeks to solve this inconvenient through an implementation of different activities that allows an enjoyable methodology which would be planned and implemented strategically. The main objective is to use music as a way of learning to improve the quality of English classes and give students a comfortable and different environment that will allow them to get more easily engaged to the class. Besides, music will also be used as methodology that will seek to improve listening comprehension in tenth grade students through the implementation of different strategies and activities.

This project will have an impact on all who are involved in it; students, teachers, institutions and researchers will receive benefits at the end of the implementation. First, the students will have a new experience in their learning process; which according to the authors, it will motivate them to improve their English skills. Also, the teachers of the institution will observe how the students react to the implementation of a new methodology and they can use the positive aspects of this implementation for future improvements. Moreover, after the institution obtains the results of the process, it can use the same strategies or not from what was implemented depending of the results. The implementation of new teaching methodologies would help strengthen the curriculum that the institution has, and it will give the institution new ideas to improve the performance of all its members. Finally, the pre-

service teachers who will plan, implement and evaluate the process of learning from the results of the project, this will increase notably their teaching and research experience.

2. OBJECTIVES

2.1. Learning objectives: To use activities with songs to promote English listening comprehension.

- To identify specific vocabulary in written and oral form.
- To grasp the main idea of a song.
- To make inferences by listening to a song.

2.2. Teaching objectives: To implement songs as a strategy to teach English listening comprehension.

- To design sessions incorporating activities with songs to practice listening comprehension.
- To develop activities as a pedagogical tool to integrate songs in an English classroom.
- Analyze the process of the student's listening comprehension.

3. THEORETICAL FRAMEWORK

3.1. Conceptual Framework

To better understand the focus of the classroom project, this chapter presents the concepts that will support the theoretical content. Additionally, they will serve as guidelines to follow the entire process. As shown above, this section of the project is dedicated to describing the concepts of defining music to develop the main topic, then there is a description of the advantages that music has in teaching. Moreover, this chapter explains how teachers can incorporate music in their classes and the use of it in an EFL classroom of young learners.

3.1.1. Definition of music

To develop the definition of music, Greenberg (2016) argued that music is composed by the combination of sounds, in this way each sound represents a vibration. As a support of this idea, the author quoted the Italian composer Busoni, (1910) who mentions that “Music is sonorous air”. Thus, for Greenberg (2016), it is incredible to think that a simple vibration unseen by the human eye can facilitate a deeply rich emotional experience, alter perception and consciousness, and induce ecstatic states of being. In this way, music is used for a lot of events in every moment since brings positive sensations like joy and motivation. There is evidence that music has existed from days of yore, and even nowadays it continues being essential part in the daily life; for instance, to differentiate a culture, to enjoy, to express feelings, but music also contribute in health benefits as decreasing stress levels, raising states of consciousness, improving visual and verbal skills among others, Martino (2014).

Although the definition of music provided by Greenberg (2016) is useful and acceptable, different authors recognize that it is necessary to have a wider and complete definition of it. In the first place, Kania (2011) states that explanations about the concept of music usually begin with the idea that music is an organized sound. However, this characterization is too broad since there are many examples of organized sound that are not music. For instance, human speech, the sounds non-human animals and machines. To expand the definition of music Kania (2011) created a more complete concept of music. He argued that music is any event that is intentionally produced or organized to be heard, and either to have some basic musical feature, such as pitch or rhythm, or to be listened to for such features.

In like manner, Burke, (2015) agrees with Kania's perspective by recognizing that it is necessary to have a wider and complete definition of music, rather than only defining it as humanly organized sound which was the definition proposed by Blacking, (1973). Burke explains that the issue with this definition, even if it is useful, is that it is too broad. For instance, the speeches are sounds organized by humans but do not typically qualify as music, and the sounds of a washing machine or a leaf blower. Although that has not impeded composers from integrating those sounds into music pieces. In this order of ideas, it might be most accurate; to say that music is those sounds that people call music. To complement, Burke (2015) argued that people have different musical preferences and for this reason, what can be considered as music is personal and depends of perspective.

3.1.2. Advantages of Music in teaching

To begin with the advantages of music in teaching, Thagard (2011), argued how the environment and behavior of the students changed significantly by playing a song in the classroom. Firstly, the way that songs create a positive atmosphere in the classroom, since the use of simple English songs can make the student's learning process warm and fun. Secondly, songs help to improve the attitude of the students and motivate them to do the activities. To achieve this, the author proposed to use songs since children of all levels can learn and enjoy them. Thirdly, songs are very effective in signaling transitions. The use of transitions from one activity to another help the students to understand what is going to happen and to do not get confused in terms of knowing the importance of the activity and when it finishes. Fourthly, the author also stated that songs allow everyone to participate. The students could be able to sing a song while they learn about the rhythm, intonation and pronunciation. Finally, Thagard explained that songs allow a review in the classroom, so it will allow the professor to reinforce topics fun and easily.

Consequently, Juste (2014) described how music is considered as a universal language, she found a similarity between music and language since both promote the expression of feelings and interpretations depending of the student's profile in the classroom. She also remarks how the music promotes the process to acquire a language and to memorize simultaneously since it demands the work of the two hemispheres of the brain; combining the linguistic and musical information. Additionally, as a suggestion the author recommended being careful with the selection of music in the classroom as use simple songs, with an easy verbal tense, an appropriate language based on the student's age, and the use of

gestures to facilitate their understanding to take advantage of the music as a strategy for an effective implementation.

Supporting the description done by Juste, (Lee & Lin, 2015) collected information based on different authors as (Daniels 2003), (Hatasa 2002), (Ortis 2008), (Loewy 2004), and (Lynch 2006), who determine more advantages related to the study of learning a new language using songs in the classroom. For instance, Daniels (2003) and Hatasa (2002), have proven that the positive use of music in an appropriate age and experience, will have a significant impact on children's second language learning, such as pronunciation, vocabulary, comprehension and expression. Another argument explained by Ortis, (2008) said that students can retain more information using songs, rhymes, and music. In addition, the musical stages of speech done by Loewy, (2004) remarks that the musicality of human speech is the first thing that children use and understand in the process of learning a new language. In this way, it is possible to infer that by incorporating music in the classroom, children will approach the language in a more natural way, like the L1 learning process.

Additionally, Lynch (2006) mentioned that incorporating music in the EFL classroom helps the students to acquire new vocabulary, expressions, **and idioms** and recognize accents, helping them to improve their communicative competence. Finally, Lee and Lin present the theory supported by Mora, (2000). She asserts that musical information seems to be more memorable and using melody helps to reduce student's anxiety, when dealing with foreign sounds, they are stored in the long-term musical memory which is more accessible for mental rehearsal and memorization. For this reason and according to what Mora (2000) states, it is

convenient to incorporate new vocabulary using melody and songs especially when children are learning a foreign language to be familiarized and store the information for a long term.

3.1.3. Importance of music to teach EFL young learners

Due to all his impact in the society, people usually love music. Thus, it has become one of the most powerful pedagogical tools to teach including learning a new language. Asrifan (2009), pointed out that games and chants are the personification of symbolic play and imitation because it allows children pass from sensor motor experience to a symbolic transformation of it. Therefore, music enhances children to develop their language and cognitive skills, they will learn new vocabulary, rhyme and appreciation of the language when listen to songs meanwhile they become part of their linguistic repertoire. The author explains and provides several activities to teachers to show how songs can be implemented in the classroom environment to improve listening, speaking and writing. The first skill that children start developing when songs are incorporated in the lesson is the listening skill, this skill is divided into activities for listening comprehension, for summarizing or writing, also listening to isolated vocabulary and listening to word order. After listening, children start developing the speaking skill when they start singing and memorizing the songs, for this skill the author suggest activities such as mini musicals and retell about what the song tell about, finally writing inspired by the songs and music with activities such as dictation and discussing some questions about the song.

Songs play an important role in the development of young children learning a second language. Millington (2011), supported this position arguing that the incorporation of music

in the lessons with young learners is beneficial due to their flexibility. In this way, songs can be implemented to achieve several purposes and there are many reasons to consider them one of the most significant pedagogical tools in a learning environment. Although Millington (2011), agreed in the importance of music and use the same population as Asrifan (2009), he focuses on different aspects such as enhancing young learner's pronunciation therefore likely improving their speaking skills. He also specifies that songs are useful and relevant tools in the acquisition of vocabulary, recognition and understanding of sentence structures, sentence patterns also mentioning their reflectivity of the mother tongue culture. Probably the biggest benefit of using songs in the young learner classroom is that it can be very fun breaking the routine for students and for the teacher. When students find enjoyment on their academic activities their motivation is highly gainful.

To complement the previous ideas proposed by (Asrifan, 2009) and (Millington, 2011), Cano (2016) strongly agreed in the extent that songs are regarded as useful pedagogical tools because, apart from being very enjoyable and relaxing activities for students, they contribute to encourage their interest in learning. As a matter of fact, children enjoy singing and dancing since these activities usually provides them an escape from daily routine and creates a warm atmosphere in the classroom. Cano (2016), stated that while learning a song, students have the sensation of learning the language faster, since the results of the practice are obtained now of singing the song and memorizing it. In accordance with research investigations, music has positive effects on the brain. Inevitably, if a song has a special meaning for a child, it stimulates the brains to remember things easier. It is due to the association of the data with musical notes. As McMannis (2009) said: "Music is an effective,

almost magical medium for learning and retaining information”. He adds “Words paired with music are far easier to retain”. As an example, most of the people still remember the words and meanings of songs that have not been heard for years.

Understanding that the project has as focus the implementation of songs in the classroom, these are described by the authors as something very important for life and teaching. Besides people use music all regardless of the preferences that each person has. As a factor, music conceives positive feelings in the brain, providing a positive impact both socially and individually with the right selection of songs and activities that will be used as a strategy to teach in the EFL classroom for the students. Integrating music in the classroom to learn a second or foreign language establish a powerful pedagogical tool, that allow children and teachers to escape from the academic routine by creating a relaxing and enjoyable atmosphere in the classroom. Since people, especially children enjoy singing, they are going to be motivated to learn the lyrics of the songs and language simultaneously. Music also motivate students in their learning process helping them to become active learners because they will practice the songs on their own and on their free time, all of this with the common goal of improving young learners speaking, reading, listening and writing skills. Additionally, by exposing students to different activities in the EFL classroom to debate and discuss about English popular songs, they are going to develop critical thinking and problem-solving skills along with cultural aspects about the target language.

3.1.4. The definition of listening comprehension.

The term “listening comprehension” has been defined by different authors. Steinberg (2007) and Bingol, Celik, et al (2014) defined listening comprehension as one’s ability to recognize another through sense, aural organs and allocate a meaning to the message to understand it. There are different authors who argued that more than an ability, listening comprehension is a process. This is supported by Richards, John Platt, and Heidi Platt (2000) and Gilakjani and Ahmadi (2011), that says that listening comprehension is the process of understanding speech and it concentrates on role of linguistic units such as phonemes, words, and grammatical structures and the role of listener’s anticipations, the situation and context, previous knowledge, and the subject.

Similarly, Rost (2002) and Hamouda (2013) defined listening comprehension as an interactive process in which listeners are involved in constructing meaning. Listeners comprehend the oral input through sound discrimination, previous knowledge, grammatical structures, stress and intonation, and the other linguistic or non-linguistic clues. In the same way, Nadig (2013), states that listening comprehension is the various processes of understanding and making sense of spoken language. These involve knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences.

3.2. Literature Review

There are some authors that expressed the importance of music in education; one of them is the former president Gerald Ford who said “music education opens doors that help children pass from school into the world around them, a world of work, culture, intellectual activity, and human involvement”. He also mentions that the future of United States depends on providing children with a complete education that includes music. This helps to understand the importance of music in teaching, the impact is not just now of the lesson or for the period in which learners take classes. With the aim of teaching English through music, it is important what other teachers in the same field have been done. In this chapter, will be evidenced a set of investigations about the use of music while teaching an EFL class. First, this document will examine an action research about the role of songs in first-graders’ oral communication development in English done by Navarro and Castro (2013), it will cover the reactions and effects of the use of songs on the students. Equally important, the study related with the effect of songs on English learner’s pronunciation carried out by Farmand and Pourgharib (2014) from Golestan University in Iran will contribute to the project by the analysis of how English songs can increase student’s motivation and improve their pronunciation.

With the purpose of analyze how is the impact of the use of music in an English class, Navarro & Castro (2013) developed an action research about the role of songs in a group of 18 first graders from six to seven years old at Nuevo Horizonte School in Bogotá; using amusing and simple songs in order to learn new vocabulary in English and develop oral skills from the very first moment they began their literacy process. The methodology consisted on four stages of action that were reflection, planning, action and finally observation and

reflection. This project was conducted over a period of three months and the data collection procedures selected were field notes, video recordings and student's artifacts. The results of this project can be summarized into two different categories. First, the strategies for effectively learning songs is that children need a visual or a physical referent, they need to use repetition and imitation, also they pretend to understand and finally using children's previous knowledge. The second category refers to the learning factors and their influence on production which were children's attention Span, teacher's encouragement and motivation.

For the most part Navarro & Castro, (2013) research, it can be concluded that even if children are not able to understand grammatical structures, they are able to understand and produce discourse in very basic ways in the English language. Also, it is necessary to highlight from this project, the importance of beginning the English learning process from early stages, with realistic goals. Additionally, that the use of songs in teaching English enhanced positive feelings such as happiness, self-confidence, and enjoyment. This source will contribute the project of teaching English through music with tenth graders since it was implemented as an action research, an analysis can be done by the same way the professor Navarro did on the students. First, the reflection to understand the goals and the context, then the planning to structure that is going to be implemented, then the action which is the implementation and finally the observation where a reflection and evaluation of the process was done. In addition, it is necessary to take advantage of the findings she observed to implement them in this research and then find more strategies to solve some problems that were evidenced in the study. Along with this investigation and to reinforce the importance

of music in an EFL classroom was taken into consideration a research about the effect of English songs on English learners' pronunciation.

Furthermore, the findings of Farmand and Pourgharib (2014) reinforce the advantages of the implementation of songs in first-graders with the study "The effect of English songs on English learner's pronunciation". They intended to explore the learners whether using the English songs can increase student's motivation on learning English and it also can use to improve the EFL learners' pronunciation. There were two research questions: Does using English songs influence EFL learners' pronunciation? And is there any relationship between learning English through songs and learners' motivation? This study was developed in Kish air institute in Sari, Mazandaran. The participants were 30 intermediate EFL students within the age range of 15-17 years old. On the contrary of the previous researches, this was a quantitative study by using SPSS 19 software. The data collection methods were a pronunciation questionnaire, ten pronunciation tests, a proficiency test and finally a pre-test and a posttest. There was an experimental and a control group; the experimental group received a 15-minute treatment for 8 sessions 15-minute treatment before the pretest using some English songs according to the learner's interest. The learners sang the song with its text, and their voice was recorded. The data collected and analyzed through SPSS 19 software to see whether the student's pronunciation has been developed along with using English songs in their class and comparing the results with the control group that received no treatment.

Considering the results that Farmand and Pourgharib (2014) found, it can be concluded that the students who learned English through songs improved their English

pronunciation and they were also able to pronounce the specific words out of the songs more accurately. In addition, these students had fun and enjoyed the class, as indicated by their willingness to sing along to the songs. After learning English through songs, these participants learned the language more rapidly and could pronounce words accurately. The level of enjoyment of the students is also significant as this also leads to increased motivation to learn English pronunciation. This project reinforced the importance of having music in EFL classes and pointed out a new variant focusing on pronunciation, this will help to have a wide range of results while implementing, also as a guide for the methodology of the sessions and analyzing the different strategies while working with an older and advanced population than the previous study with children population.

Based on the previous sources analyzed in this paper, for the development of this project it is going to be take into account the Navarro and Castro (2013) study, following the same action stages that they did, which are the reflection to understand the goals and the context, then the planning to structure what is going to be implemented, the action which is the implementation itself and finally the observation where the reflection and evaluation of the process were done. From the second study developed by Farmand and Pourgharib (2014), it is going to be applied the aspect of allowing students to select the songs that better corresponds their musical interests, also it will be adapted the idea of having a pre and a post listening activity since with the first and last song of the implementation the activities developed will be the same in order to determine student's strengths or weaknesses.

4. METHODOLOGY

This project implements songs to promote English language learning in order to evidence the impact that didactic strategies of using songs would have in tenth graders for

their listening comprehension ability. These strategies are going to be analyzed into three consequently aspects: identifying specific vocabulary, grasping the main idea and making inferences. For this to be done, it was important to know all the characteristics regarding the context and setting in which the classroom project was conducted. Additionally, the participants; both implementers and learners, who cooperated for the development of the project. It will also describe how the classes were, with the use of a set of activities which involve popular English songs taken from Billboard and timeout articles that were selected by the students through a questionnaire before starting the implementation (See Appendix 1). Additionally, this chapter will show how the design of the activities were, which sequence was developed and implemented. It will explain in detail what resources were needed for the development of the project. Finally, this session of the project ends with the report of the instruments and reflection in which the entire process was assessed.

4.1. Context and setting

This classroom project was carried out in a public school called *Instituto Kennedy*, located at *carrera 12 Número 9 E 12*, neighborhood *Kennedy* in the city of Pereira. This school bases its work in humanistic philosophy considering the person as a being in a lifelong learning process and situates the learners as the main focus of their acts, to become creators of their own story with capacity to progressively integrate physical, mental, emotional, cultural and personal dimensions, projecting them to their families and social context contributing to the construction of a participative, equitable, democratic and productive society.

There were two academic schedules in this educational institute. In the morning, from 6:30am until 12:30pm, and in the afternoon from 12:30 pm until 6:00 pm. The population of the institution is composed of approximately 1590 students and 31 teachers from pre-school to high school, there are three classrooms of tenth graders. The implementers worked with 10-A grade of 30 students, most of them are from a social stratum two and three. English teaching at this school is guided under the standards of “*Guía 22*” and secondary school children are exposed to three hours of English per week, this subject is oriented by four different English teachers. The English in-service teacher of the tenth grade is a 35 years old woman. She graduated from the *Licenciatura en Lenguas Modernas at Universidad De Caldas, Manizales* she has been teaching in this public school for more than 10 years.

4.2. Participants

The participants involved in this classroom project were three implementers from the Universidad Tecnológica of Pereira, whose ages ranged between 21 and 25 years old now of implementing. The three of them were switching roles each session, two of them teaching the class and one observing. Besides, 30 tenth graders from *the Instituto Kennedy*; 18 of which were girls, whose ages ranged between 14-18 years old, in which most of them have 15-16 years old. The learner’s English proficiency level according to “*Estándares básicos de competencias en lenguas extranjeras: Inglés, Guía 22, (2006)*” is expected to be a Pre-intermediate B 1.2 level; however, after making a diagnosis of prior knowledge, it was observed the necessity to start from the A.1 level to reinforce the students’ competence in English. According to the behavior of the students, it was evidenced that since the beginning

of the implementation they were willing to improve their English language proficiency; nevertheless, in some cases they did not participate since they were ashamed to talk in the foreign language but using the mother tongue they were participating actively.

4.2.1. Sample

From the population of 30 students, 10 students were selected, 6 of which were girls as a sample for the project. The implementers discarded two students that already started their English learning process as a foreign language; firstly, one student that lived in United States for eight years and secondly other student that was exposed to six levels of English in the *Instituto Colombo Americano*. For this reason, it was used a non-probabilistic cluster sampling considering their ages. All of these because the stratification took into consideration student's ages that based on the "*Sistema nacional de indicadores educativos para los niveles de educación preescolar, básica y media en Colombia* (2014)", states that students of tenth grade should be fifteen years old.

4.3. Instructional Design

The main objective of the project is the implementation of English popular songs to develop listening comprehension. According to Thagard (2011), the environment and behavior of the students changed significantly by playing a song in the classroom. In like

manner, Daniels (2003) and Hatasa (2002) have argued that the use of proper experiences with music have an important impact on children's second language learning improving pronunciation, vocabulary, comprehension and expression. For this reason, and taking into consideration the rich potential of bringing music to the EFL classroom, this project aimed to extend and transcend the basic and traditional techniques that teachers have been using with songs, and for that this project were used a variety of dynamic activities to explore all the possible benefits that songs can have in student's listening comprehension process.

Additionally, according to Brown (2016) there are a set of principles that should be taken into consideration while teaching listening. Firstly, is activation of prior knowledge to identify specific vocabulary from the song; secondly systematic presentation of listening for main ideas, listening for details, and finally listening and making inferences from the song.

For the sessions, the implementers followed a pre-listening, while-listening and post-listening sequence of activities. Beth Neher (2009), explains that to have an organization of an English class, the pre-while- post framework will help teachers to have a chronological sequence of activities. This sequence will allow the students to know more about what they are going to listen and will give them a purpose to do the listening activities. Then, the students can develop the activities either by answering questions, understanding the listening tasks, or doing something in specific with the information they got before. Finally, the students can further work on the activities they did and make relationships among what they listen in the song with real life situations as the message or the intention of the song.

First of all, during the pre-listening stage, the name of the song for the session was presented; after this, the implementers made a contextualization of the song by asking

students if they knew who was the singer of the song, they also shared personal information about him/her or them. Additionally, implementers gathered information from students by asking if someone has an idea of the general message of the song, made a brainstorm of the vocabulary related to the song, or playing games to introduce new vocabulary that they will find in the listening part, and sometimes sharing with students the story behind the song, for whom it was written, with what purpose etc. All these warm up activities were done in order to motivate and engage students with the song, activate their prior knowledge to prepare them for the listening tasks.

In the while listening stage, the students after receiving instructions should recognize the main focus of the activity either on gathering specific vocabulary, grasping the main idea of the song, or making inferences from the song. The main goal was to practice and reinforce knowledge either in a general or specific level. For this to be done, the implementers took into consideration seven activities proposed by Lorenzutti (2014), named song pictures, re-order it, matching meanings, changing the text, song strip connections, song cards and finally, pair watching. These activities were suggested by this author as a modification of the typical gap filling activity. It is relevant to highlight that some of these activities were modified by the three implementers with the purpose of making them more appropriate to the context of the project.

Finally, in the post-listening stage, implementers made a discussion about how they felt with the task, if they find it difficult or not and if they liked the activities, sometimes peer assessment was used as an strategy to make students understand how the assessment criteria works and what was expected as the linguistic outcome. Also, by analyzing the production

of others, they could reflect about their own mistakes. It was important to listen to the song for a last time to check answers but also to sing aloud to practice pronunciation.

For the development of this design, standards regarding listening from the Ministry of National Education were considered:

- *Utilizo estrategias adecuadas al propósito y al tipo de texto (activación de conocimientos previos, apoyo en el lenguaje corporal y gestual, uso de imágenes) para comprender lo que escucho.*
- *Comprendo el sentido general del texto oral aunque no entienda todas sus palabras.*
- *Identifico la idea principal de un texto oral cuando tengo conocimiento previo del tema.*
- *Utilizo las imágenes e información del contexto de habla para comprender mejor lo que escucho.*

The implementers considered important the inclusion of authentic materials and sources in the sessions to generate an enjoyable and visual environment for the students while practicing listening comprehension. Consequently, the tenth-grade classroom was equipped with a video projector, big speakers, and a whiteboard. The size of the classroom is large enough to allow the teachers and students to walk around it, and to be organized in round table. Thus, the implementers will be able to interact with the students and will work on cooperative skills in the lessons.

The main materials used were the eight English popular songs that students previously selected (see appendix 1). The songs and its lyrics were the main input that students received and also played an important role in the development of the activities, since they were incorporated in each listening stage (pre- while, and post), this with the aim of helping the learners to understand better the main ideas, gather details and make inferences about the meaning of the songs.

Secondly, the use of good speakers was a factor that allowed the implementers to play the song without quality problems, nor interferences. Apart from using the speaker to play the songs, it was also used as a background sound to create a pleasant environment. Furthermore, the video projector and the computer were important material since it allowed the implementers to give the students visual support to better understand the songs and activities by presenting the lyrics, pictures related to them, and authentic material such as the real music videos to facilitate the understanding of the oral and written texts.

Handouts were also used to provide students with the lyrics of the songs, the activities and some quizzes proposed by the implementers. One of the main purposes of the handouts was to check the comprehension, in which students needed to prove that they were able to understand main ideas, grasp details or specific vocabulary and make inferences. In addition, handouts help the project as evidence when collecting the data of the samples; an example of these strategies and activities are condensed in a lesson plan at the end of this paper (See appendix 2).

4.4. Instruments and Reflection

To reflect and keep a log about student's progress and linguistic outcomes that will be evidenced throughout the implementation, this classroom project will use three main instruments to achieve these goals:

4.4.1. Artifacts

According to Korbis (2015), an artifact is anything that can provide evidence of your education and experiences. This will likely be primarily coursework, including tests, essays, projects, presentations, or anything else assigned to you in class. For co-curricular experiences, you will likely include more media-driven artifacts, such as video and photographs. Reflection may also be used as an artifact. This evidence will be collected at the end of each implementation to have physical documentation of the learning process of the students. These artifacts will be written up after each lesson in a rubric designed by the implementers, to demonstrate in a clearer way, the performance that students had in the classes.

4.4.2. Observation

Stallings (1980) defines the systematic classroom observation as a quantitative method of measuring classroom behaviors from direct observations that specify both the events and behaviors that are to be observed and how they are to be recorded. Generally, the data that is collected from this procedure focuses on the frequency with which specific behaviors or types of behavior occurred in the classroom and measure their duration. For

this project, a general observation of an English class that students took with an in-service teacher of the institution was made by two implementers to have different perspectives, additionally after each session one practitioner oversaw observing the class.

4.4.3. Journal

“A teaching journal is a written record of your teaching experiences, usually committed to paper (or disk) while the experiences are still fresh. Keeping notes on your own teaching can be useful to you, much like keeping research notes (Katznelson, 2012)”. The simple act of writing an experience down will help you retain it and will almost certainly help you reflect on it and learn from it. Implementers made a journal entry after each implementation to reflect about their professional growth in different aspects related to the aims and objectives.

5. RESULTS

Based on the data collected from three data collection methods: observation formats, reflection entries from implementers and artifacts from the students, the following results of the classroom project “The implementation of songs to promote listening comprehension in tenth graders at the *Instituto Kennedy*”, are presented under three main categories: linguistic outcomes, students’ responses and professional growth. In general, these instruments

demonstrate how English pop songs can be incorporated in the classroom to enhance student's listening comprehension skills.

5.1. Professional growth.

Use of song learning for implementer's professional development.

The sample of this project had difficulties now of receiving input in English about instructions or information to contextualize them with the song. After contextualizing them with the song by giving information about the singer, slides with images of him/her, making mimic, playing videos related to the topic, making a brainstorm of words related to the title of the song and playing games, students were expressing that they did not understand the main idea even if they could express it in their mother tongue. Furthermore, after giving instructions orally and in written form in the target language, the implementers checked understanding by asking if everything was clear or selecting one person to repeat the instructions to their classmates in the mother tongue; students expressed that they did not understand what they needed to do. For this reason, implementers incorporated strategies such as using images, giving short instructions, making use of body language and giving examples. However, even after implementing these strategies, they needed to use the L1 to make sure that everyone understood the main idea of the song and the instructions for the activities.

From the first observation that implementers made to the students in a class with their English in-service teacher, it was noticed that they did not have the English proficiency level proposed by the Reto (Guía 22), since for tenth graders it should be a Pre-intermediate B 1.2, but the students are in an A1 level. Implementers corroborated this by seeing student's performance during the classes; in which they did not know the meaning of the most common and Basic English words. In addition, students were used to have instructions in their mother tongue from their English in-service teacher; for that reason, most of them did not show effort to try to convey meaning or speak in English expecting from the implementers in charge to do the same. In terms of student's affective filter, it was reduced when the instructions were given in the mother tongue, since when the target language was used some of them expressed anxiety, stress and confusion now of perform the activity. After being aware of this, implementers recognized that instructions sometimes were not clear, so they decided to implement images, slides, more body language and examples to help students understood. However, after trying these different strategies to make the instructions clearer and more understandable, students still were having problems to carry out what they needed to do in the listening activities or at the moment of understanding the context or meaning of a song. For that reason, implementers started using more the L1 to give instructions and avoid misunderstandings.

The difficulties students had at the moment of understanding instructions or being contextualized with the meaning of the song in their target language are evidence in the following reflections and observation's entries, which were developed after each implementation. In the following segments, the implementers are going to share some of their

evidences collected during the implementation in order to support their reasons of the previous statement.

The first time that implementers have contact with the students allowed them to determine that their English proficiency level and background knowledge were not as expected for tenth graders. The incoming journal entry is an example of this

00;JP;07/03/18 Lines 6-11

“The teacher organized a round table and she was asking to each students about a profession that they would like to be after high school, the students should answer in English by saying “I want to be a _____”; however, since they did not know how to say it they did not want to participate and the others answered into Spanish and the teacher immediately translated the profession in English”.

In the entry above, the implementers perceived that even if students only needed to repeat a sentence that the English in-service teacher already gave to them and complete it with professions; which is a topic that they have already seen in early grades, they were not doing it fluently or spontaneously. On the contrary, they did not want to participate, and the teacher encourages them to do it, but some of them did it in their L1.

Since the first observation, it was evidenced that the methodology of the English in-service teacher of the sample of this project was the grammar translation method. As proposed by Prof. Karl Plotz (1819-1881), “GTM is one of the oldest teaching methods in

SLA. The strategies were based on learning the strict rules of grammar of the target language, to compare the syntax of the native and target language, and to extract specific sentences or paragraphs to be translated back and forth. It is basically teaching “about” the target language instead of teaching “the” target language.” As evidenced in the following observation entry.

00;JP;07/03/18 Lines 15-17.

“The English in-service teacher wrote the grammar structure and explanations of the topic on the board, then she was giving it orally in English and right after she translated them into Spanish, and that was the way she developed all the class”.

We can highlight from this observation entry that the methodology of the in-service teacher was very traditional in terms of giving explanations and using supporting materials since she only used the board, but neither slides, flashcards or videos even when the classroom has the proper conditions to do so. Additionally, she had used the students to translate everything for them without motivating or encouraging them to use the L2, by doing this she was limiting students to make effort to convey meaning.

Affective variables as motivation, self-confidence, and anxiety have an important role in the process of second language acquisition. All these factors combined can form a mental block and impede the comprehensible input students need at the moment of learning a second language. “In other words, when the filter is 'up' it impedes language acquisition. On the other hand, positive affect is necessary, but not enough on its own, for acquisition to take place” (Krashen, 1988). The aforementioned highlights how affective filter plays an important role in the implementation of this project as demonstrated in the following reflection entry.

E4;JP;04/04/18 (Lines 27-31)

“In this class, most of the instructions of the activities were given in Spanish. I consider that at the moment of explaining in English, the students started to be confused, anxious and sometimes they were shy to ask again if they did not understand. On the contrary, when giving the instructions in Spanish I noticed that they understood easily”.

During the transcription of this journal entry above, there was a reflection concerning professional growth when giving instructions since students started to get confused, some of them frustrated, others lose their attention and were too shy to ask for clarifications; consequently, they did not know how to develop the activities correctly. Differently, at the moment when implementers gave instructions in the mother tongue, it was evident how their behavior changed, and they started to be more attentive and participative.

At the moment of giving instructions or sharing information to contextualize the song for the students it is important to not only give relevant information about the topic, but also to make proper use of gestures, body language, supporting materials as slides, flashcards, videos etc. All of these to motivate and facilitate their process of understanding especially for those who do not have enough background knowledge.

E2;DC;14/03/18 (Lines 13-20)

“I shared the story behind the song to contextualize them. It tells how Ed Sheeran fell in love of the girl that now is his fiancé and I did it in English and also showed

a picture of his Instagram when he shared the new, but students did not understand the story behind the song”, I asked them in Spanish to tell me what they understood, some of them were saying like “*Profe, no entendí nada*”, “*Por favor, dígallo en español*” and then I had to translate the story so they can get the idea. After this class, I realized that I needed to improve my explanations by using gestures, body language, more images and maybe saying things slowly since I usually talk fast”.

As it is evidenced in the previous journal entry there was a shock between implementer’s expectations and the reality with the students, since implementers were expecting to use the L2 most of the time in the class, but students reject this idea since they were not used to be immersed in the language. For this reason, the implementer recognized the importance of improving instructions and contextualizing songs by using gestures, body language, supporting materials. Also, being aware of the speech and the language used to make it simpler for the students who have a lower English proficiency level.

After recognizing the importance of incorporating different strategies to improve the way of giving instructions, the implementers planned the following lessons considering the aforementioned to encourage and motivate students with the activities, and to improve their comprehension when listening to a song. The implementations of these strategies are evidenced in the following journal reflection.

E7;DC;25/04/18 (Lines 12-27)

“In order to contextualize the students with the song, the implementers shared with them information about the band Magic! And about the musical exponents that influenced their career. We used simple and more concise language, and slides with

images to support the information of the song, but students did not seem to be excited with the information since I gave it in English. After this, we explained in Spanish and they started to be interested. We made mimic to make them understand the meaning of the word “rude” but since they did not understand, we gave them synonyms in Spanish such as *grosero*, *descortes* and *rudo*. After that, my partner used images of a couple in love and footprints, he used gestures and asked them to give the steps to ask someone to marry in the past and now. But they did not understand the meaning of steps even with the images and the gestures that he was doing, he had to ask them in Spanish. We needed to push students a lot to participate even in Spanish.”

This class was an example of what happened during the implementations of the project. The implements were aware that students had difficulties to understand instructions or input given in English, and after trying different strategies as supporting material, used gestures, body language, videos, in order to make the instructions more clear and understandable, students still were having problems to understand what they needed to do in the listening activities or when we contextualized them with the song. For that reason and after all these experiences, implementers reduced the use of L1 and incorporated L1 at the moment of giving instructions and contextualizing to avoid misunderstandings.

“Adapting worksheets to each song”

Most worksheets used during the implementations were taken and adapted from Internet. Before starting the lessons, implementers planned to create all the worksheets that were going to be used during the development of the project. It was considered that they were not going to find on Internet English activities with the specific songs that

implementers wanted to work with and that those activities were not going to be appropriate for the objectives of the project or the English proficiency level of 10th graders population. However, after starting implementing, implementers discovered that there were a lot of different worksheets with those specific songs on Internet and that it can be adapted according to the student's profile, English proficiency level, and the specific objectives of the lesson. Additionally, implementers found out the importance of modifying the different worksheets to make them more appealing; according to Tomlinson, (2011) materials should achieve impact in the learners, such as: unusual topics, it can be reflected at the moment of having a noticeable effect on learners, that is when the learners' curiosity, interest and attention are attracted.

For each lesson, implementers had meetings to plan the topic and activities related with the song assigned for each lesson, they searched on Internet examples of worksheets that worked with the specific song. Once that the worksheet sample was selected, implementers discovered that it was important to modify the instructions since most of them were focused on grammatical aspects; for this reason, they made the worksheets more concise using simple language understandable for the learners. Besides, for the design of the worksheets implementers tried not to add more than 4 activities, to avoid learners felt overwhelmed with the lesson itself. Moreover, it was necessary to change or add (more) images of the singer or related to the topic of the song, to make the worksheet more attractive for the learners. In almost all the sessions, implementers changed the font, size and highlighted important information for learners and changed the design of the handouts.

Finally, in terms of activities selection some of them were simplified because of the English proficiency level and the profile of the students.

Implementers found out that most of the songs had English worksheets samples on Internet. However, it was necessary to modify them in terms of design, by changing the font, adding images and simplifying the activities and instructions in general. Sometimes, the worksheet helped the students to convey meaning during the pre-listening stage, since it was used for different purposes and not only for the while listening activities as we normally found on Internet. (The worksheet can be also modified to be used during the lesson. For instance, an activity to contextualize the students to an audio).

After analyzing worksheets taken from internet, implementers recognized that most of the instructions were focused on grammar and they were not clear enough for the learners. Additionally, there was a necessity to adapt those worksheets according to the learner's needs to turn the class entertained and fun. Clear examples of this can be evidenced in the incoming journal and artifact entries:

E7;DC;25/04/18 (PG Lines 1-5)


“ For this session, we selected a worksheet taken from Internet; it was divided in three different parts and the prompts was focused on grammar, for instance “Use phrasal verbs in past tense, informal contractions, oppositions” and my partner was

in charge of modifying it, she created a simple prompt asking students to complete the blank spaces with words from the box”.

A worksheet taken from internet was considered for this lesson. Then, the implementers made some changes to have good material for the learners. The modifications in the worksheet were specifically related to the instructions and the English level required to complete the activity. The final product of the worksheet was simpler and easier for the learners since it was created by using activities with blank spaces, due to its facility in the writing process while listening to the song and comprehending.

RUDE by MAGIC!

Listen to the song and complete with the words in the box

Perfect! 5.0 

Gotta

love

put on

daughter

run

gonna

question

jumped out

we'll

ask

blessing

means

standing

knocked on

hate

got in

Saturday morning, jumped out of bed and put on my best suit
got in my car and raced like a jet all the way to you
knocked on your door with heart in my hand

To ask you a question

'Cause I know that you're an old-fashioned man, yeah, yeah
 Can I have your daughter for the rest of my life? Say yes, say yes,
 'cause I need to know

You say I'll never get your blessing 'til the day I die
 Tough luck, my friend, but the answer is no!

Why you Gotta be so rude?
 Don't you know I'm human too?
 Why you gotta be so rude?
 I'm gonna marry her anyway
 Marry that girl

Since the original worksheet was divided into three parts and was only focused on grammar, there was a necessity to adapt it according to the student's requirements. The learners needed to understand what they have to do with the activity; for this reason, the main modification was to create simple and clear instructions for them, so they could easily know what they should do in the class. Finally, the last modification was related to complete blank spaces that facilitated the learner's performance helping them to finish the activity easy and quickly.

At the moment of searching different samples of worksheets with the song that was choose for the lesson of that week, implementers found even three different examples with

different types of activities allowing them to select the best ones and made a compilation of these to create a unique new unique for the 10^o graders; this is shown in the following reflection entry:

E5;DC;11/04/18 (Lines 1-3)

“For this class, we took some worksheets from Internet, and we choose the activities that worked the most according with the English proficiency level of the students and we created our own design”

As it is evidenced above several worksheets were selected; before the implementations, considering the type of activities, topics, and according to the learner’s English proficiency level; all of these with the aim of having a suitable development of the class. After the selection of worksheets, one of the implementers collected the best parts per worksheet and created a new one that covered either learner’s necessities and aim of the class.

After being aware of the importance of modifying the worksheets with specific aspects required per class, implementers observed that most of the designs of the worksheets taken from Internet were very simple. For instance: the font used throughout all the worksheet, also it did not have a lot of pictures, or most of the pictures were blurred; for this reason, it was necessary to change the font and use more or different images to make the worksheets more attractive. The above was registered in the following journal entry:

E2;DC;14/03/18 (PG Lines 2-6)

“My partner modified a worksheet that we took from internet, we changed some activities and modified the design with other font and images to make it more appealing”.

During the transcription of this journal entry above, there was a reflection concerning what implementers did during the implementations to create better worksheets for their learners. Implementers selected one or different sample worksheets and after simplifying the activities or selecting the most suitable ones, they started to modify the design of it, by changing the font, the size, the pictures and colors used to make them more attractive for teenage learners.

Another important consideration while creating materials for the 10th graders, was that all the activities needed to be adapted to their English proficiency level. Since the beginning of the implementations, it was evident that the tenth graders did not have the expected proficiency level according to the Ministerio de Educación Nacional (B1), and it was an A1 level, for that reason it was important to adapt the

E2;JP;14/03/18 (PG Lines 1-7)

“For the planning of this activity, we took as an example a worksheet of the song “Perfect” by Ed Sheeran, and we adapted it according to our student’s profile. For this reason, we included activities according to their English level and adjusted some of the works based on their background knowledge. With these activities in mind, I was in charge of modifying the worksheet and I think, I made it easy for the students, and the instructions were clear and precise. In my opinion, at the moment of adding instructions and some words in bold font, helps the students to be focused in what they have to look for”.

The activities finding on internet covered different purposes, this is a reason why we modified those worksheets. The project has a different purpose and the worksheet should be adapted to that. The learned had a specific level that should be evidenced in the worksheet. Additionally, the learners had a different set of words that were not evidenced in the worksheets taken from internet. The main idea of this modification is to have understandable and fun worksheets.

5.2. Linguistic Outcomes

Use of contextualization.

At the moment of teaching English through songs to a group of EFL students, it is important to know that they need to understand instructions differently from ESL students since they mostly use Spanish as L1. Contextualization of the content and concepts of a course can improve the motivation, learning, and persistence of the students. (Stephen J. Krause et al., 2016). Moreover, it helps students to complete a task suggested by the teachers. The use of videos and images at the moment of giving a context to the learners is important because they understand easier the meaning of the song. When been given a context, the learners are able to easily understand, digest and learn the meaning of the songs.

The aforementioned is shown in the following paragraph, taken from the class journal

E3;DC;21/03/18

We repeated the song and monitored student's performance, I noticed that most of the students did not have the answers, and then we shared the answers and ask them to copy.

Additionally, there is an evidence in the observation O6;JP;25/04/18

The song was played three times again. The first time some of them wrote a few words (Almost 3 words). The second time, most of them was (sic) looking at their classmates to copy for their answers and they did not have too many words (even the first stanza, which were done at the beginning of the lesson). Third time, implementers tried to stop the song by stanzas to help them with the activity, so they can wrote it (sic). It was better at this time, but a lot of them did not have anything of this activity. The implementers also made peer assessment to correct the song.

Moreover, the observation O5;JP;18/04/18 shows an evidence related to contextualization

In general it was good, some of the students found the relation between the songs, one of the students said that the videos were related because in the Cheerleader song video, the girl is the motivation of the boy, she is like a cheerleader because she always animate him, like a cheerleaders do with their groups.

Finally, the observation O2;JP;21/03/18 evidences the last example.

“Meanwhile, another students (sic) took advantage of the lyrics and continue (sic) with the activity about the filling the gap with the words of the song. The second time that the song was played the implementer (Diego) started to give them with some clues about the words to help them.”

Student's participation in the assessment process.

It is important to include the learners in an assessing process of their own work; individually and in pairs. According to Boud & Falchikov, (1989), self assessment can be defined as the participation of the learners in their own learning process, by having their own judgments in their achievements and outcomes in general. Additionally, Co- assessment, is the involvement process in which the learners have the opportunity to assess themselves or their classmates, along with the help of the teacher. (Hall, 1995). The aforementioned remarks the importance of implied learners in an assessing process since it will have a high contribution in their own learning process. From the implementations, there was evidence the tendency in which most of them liked to be involved in making self or co-assessment with the activities; this was corroborated because learners even asked to make the process of assessment by themselves.

Clear examples of this can be evidenced in the incoming journal entry by E5;JP;11/04/18

It was interesting for me that some of them asked us to make peer assessment to check their answers, what make me thing that they really like to be involved with our implementations.

Furthermore, the following journal entry is also an evidence of the previous statement E4;JP;04/04/18

This was a really good class, in general the students understood the activities and we could notice it because at the moment of assessing the worksheets together most of the students earn a 4.0 or 5.0.

Grasping the meaning of the song

When students need to understand concepts related to songs, it is necessary to apply some strategies in order to grasp the meaning of the song. Some of them were proposed by the teachers during the implementation, as making a brainstorm of words that are related to the song, or analyze information brought by the teachers like videos, discussions, stories, and so on. Then, in the post listening stage of class, students were able to describe the content of the song. Two of the most successful activities were: telling them a story related to the song and showing them a video that also was related to the video. Those activities were quite interactive since they require the participation of both students and teachers, now that “interactions can create conditions which give rise to humor and linguistic creativity, both of which feature prominently in language use outside the classroom as well, (Éva Illés, 2016)”. Through these activities, students were able to understand the main topic of the song as it was expected from them.

The journal E4;JP;04/04/18 evidences the aforementioned.

La primera actividad, que consistía en que mi compañero les contaba una historia de la vida real, ayudó mucho a darles un contexto y tener una idea más clara acerca del tema de la canción.¹

Moreover, the observation O5;JP;18/04/18 evidences what was mentioned as the second activity.

In general it was good. Some of the students found the relation between the songs, one of the students said that the videos were related because in the Cheerleader song video, the girl is the motivation of the boy, she is like a cheerleader because she always animate him, like a cheerleaders do with their groups.

Finally, the following artifact shows an example of grasping the main idea of the song

3. What is the song about?

De que quiere estar, conmor y pasar tiempo con alguien y
se cuestiona si eso seria amor ✓

Guessing and predicting by inferences

¹The first activity, which my partner told them a real life story, helped a lot to give them a context and have a clearer idea about the topic of the song. (Our translation)

Based on McWhorter, (2012) inferences are defined as the predictions of something unknown by making logical connections between what a person listens, recognizes and even does not know. Based on Bloom's taxonomy, (1956) inferences are considered one of the most important high-order thinking skills in the 21st century; for this reason, this project looked to incorporate this foundational process in their implementations with the 10th graders. To get the students making inferences based on listening task(s), The implementers based their approach in on two indicators: 1) Understanding the singer's message in the song, and 2) Predicting the implicit message(s) behind the song. The students were able to fulfill the task on the first indicator, nonetheless were not able to fulfill the second. This may be because guessing and predicting are complex processes, mainly for students who do not have a good English level and whose needs are associated basically to input, support --which means more coaching and explanation in terms of making inferences. -- And time.

The aforementioned will be exemplified in the followings journal entries and artefacts:
E4;DA;04/04/18

Para esta clase, durante la planeación, decidimos que yo iba a contarles una historia a los estudiantes que estaba relacionada con lo que pasa en la canción o lo que quiere expresar el artista. Así los estudiantes podrán inferir el mensaje de la canción ya cuando la estén escuchando y relacionar lo que escuchan con lo que ya saben del contexto.²

O7;DC;02/05/18

² During the planning of this class, we decided that I was going to tell a story to the students that was related to what happens or what the artist wants to express in the song. This way students can infer the message of the song while listening to it. Also, relate what they hear with what they already know about the context.
(Our translation)

Mis compañeros pusieron el video con las lyrics para que pudieran leerlas, escucharlas y pensar cuál era el significado de la canción para poder escribirlo; algunos estaban perdidos y no sabían qué colocar, otros ni siquiera entendían ciertas frases. Al poner el video con las lyrics, algunos estaban más enfocados en corregir las respuestas de la primera y segunda actividad que en responder la tercera. Creo que los estudiantes no entendieron muy bien cuál era el mensaje de la canción, ya que algunos estaban mirando las respuestas de los demás y pidiéndoles ayuda constantemente.³

E8;DA;02/05/18

Con las palabras que les dimos, algunos estudiantes lograron inferir de qué trataba la canción. Además, les preguntamos durante la actividad ¿Esta canción es sobre el odio? ¿Esta canción es sobre el amor? Y así los estudiantes eran impulsados a que pensarán en posibles significados de la canción.⁴

A2;21/03/18

4. Answer these questions.

a) What does the composer compare happiness with? ✓
A hot air balloon that could go to
space and a room without a roof.

b) According to the song, what should you do if you're happy? ✓
clap along

A4;11/04/18

³ My classmates played the video with the lyrics so students could read, listen to them and think about the meaning of the song in order to write it. Some of them were lost and did not know what to write, others did not even understand certain phrases. When playing the video with the lyrics, some of them were more focused on correcting the answers of the first and second activity, than answering the third one. I think the students did not really understand what the song's message was, since some of them were looking at the answers of others and asking for help constantly. (Our translation)

⁴ With the words we gave to the students, they inferred what the song was about. Also, we asked questions during the performance of the activity such as: Is this song about hate? Is this song about love? So the students were encouraged to think about possible meanings of the song. (Our translation)

3. Answer the following questions according to the song.

- 1- Name two body parts. *hair - eyes*
- 2- How is the singer feeling? *John legend*
- 3- What does he love of her? *que ella es muy linda hermosa*

1) ~~R~~ * Mouth
* head

2) ~~R~~ The singer feels in love

3) ~~R~~ He loves everything about her, her curves, her edges, the imperfections.

Identifying specific vocabulary from the song

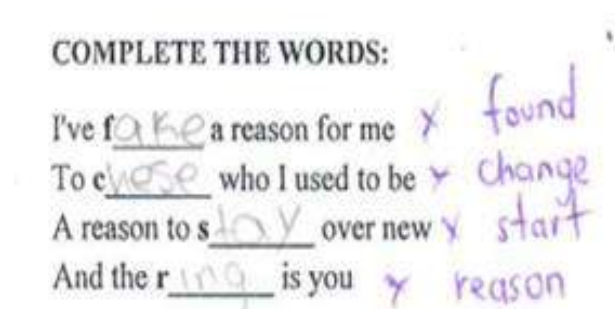
When analyzing student's production, it was evidently difficult for the majority of students to identify specific vocabulary from the song, when they needed to fill the gaps to write the exact word. However, when students had a bank of words to select the correct one

or multiple choice option, it was easier for them to complete the filling the gap activity. Based on Cutler (2001), word-segmentation skills are language-specific and acquired early in life. These procedures are so solidly engrained in the listener's processing system that they are involuntarily applied when listening to a new language, making listening to a rhythmically different language particularly difficult. For this reason and taking into consideration this difficulty, it is important to provide activities using a wide variety of options and strategies to facilitate student's performance during listening tasks.

This difficulty that was mentioned can be evidenced in the following filling the gap activities taken from A1;S1-S2;14/03/18



In addition, the same student's difficulty is evidence in a similar activity using a different song taken from A7;S1;22/05/18



In contrast, student's improvement when having the words to select can be evidenced in the following task taken from A4;S9;11/04/18

1. Complete the blank spaces with the words from the box.

What would I do without your smart mouth ✓
Drawing me in, and you kicking me out ✓
Got my head spinning, no kidding ✓

I can't pin you Down ✓
What's going on in that beautiful ✓ mind?
I'm on your magical ✓ mystery ride
And I'm so dizzy ✓, don't know what hit me

But I'll be alright

My head's under water ✓
But I'm breathing ✓ fine
You're crazy ✓ and I'm out of my mind



crazy – beautiful –
breathing – mouth –
magical – dizzy – kicking –
down – spinning


Additionally, this improvement on student's production while identifying specific vocabulary is evidenced in the following artefact A5;S6;25/04/18


love put on daughter run gonna question jumped out
ask blessing means standing knocked on hate got in


Saturday morning, jumped out of bed and put on my best suit ✓
got in my car and raced like a jet all the way to you ✓
knocked on your door with heart in my hand ✓


To ask you a question ✓
 'Cause I know that you're an old-fashioned man, yeah, yeah
 Can I have your daughters for the rest of my life? Say yes, say yes, ✓


Finally, this improvement was also evidenced in different multiple choice activities evidenced in the artefact A3;S4;04/04/18

1 
 I know that dress is karma, perfume _____ you got me
 Booking Soul when you were mine
 Payback ☐ Right ✓ ☐ Danger

2 
 And now I'm all up on you _____ but you're not coming
 home with me tonight
 You're not alone ✓ ☐ What you want ✓ ☐ Dancing on the floor

3 
 You just want attention, you don't want my heart, maybe
 just hate the thought of me with _____
☐ Someone new ✓ ☐ Someone else ☐ Another

4 
 Yeah, you just want attention, I know _____
From the start ✓ ☐ All along ☐ The whole time

5 
 You're just making sure I'm never _____ you
☐ Getting over ✓ ☐ Forgetting ☐ Really loving

5.3. Student's Responses

Student's participation while brainstorming words

In the contextualization of the song in the pre listening stage, implementers gave input by sharing videos, images and information about the singer or the topic of the song. After this contextualization, they asked students to make a brainstorm of words that could be related to either the title or the topic of the song, with the aim of predicting words that could help them to develop the filling the gap activities. As Jiang (2009) states, the skill of prediction depends largely on one's prior knowledge of the world and of the language, how much one knows about the speaker, and how much one knows about the speaker's intent. It was evident that students did not feel comfortable to participate since they did not have enough knowledge in the L2 to express their ideas, that's why when students had the opportunity to use L1 the participation was better but not good enough.

The following journal entries evidence the aforementioned
E2;DC;14/03/18

We asked them to make a brainstorm of words that they thought they could find in the song, students did not want to participate because they were afraid of making mistakes, we gave

them examples of words in English, then we asked some of them to say words in Spanish if they preferred, they said some words and we copied them on the board in English.

E3;DC;21/03/18

We created a brainstorm of words that they thought could appear in the song, students were not participating, we needed to push them to say words at least in Spanish.

This can also be noticed in the following extract taken from one of our class observations:

O3;DC;04/04/18

Se hizo un brainstorm de las palabras que ellos pensaran que podían encontrar en la letra de la canción, muy pocos participaron y dijeron sólo tres palabras (selfish, love and possession).⁵

Use of authentic materials as a strategy to facilitate listening comprehension

The necessity to go beyond verbal and nonverbal communication--gestures, mimics-- was visible after each implementation. Due to the aforementioned, we started to implement the use of authentic materials in the classes. According to Harmer (1991), authentic materials can be defined as the use of real materials (role plays, videos, newspapers, discussions) especially for not language students, but designed by native speakers of the language. In the same line, Guariento & Morley, (2001) states that “authentic materials is significant since it increases students' motivation for learning, makes the learner be exposed to the 'real' language.” (p. 347). The incorporation of pictures and videos related to the song helped the learners to have a context and a general idea about the song, which facilitated their listening comprehension process and the development of the activities proposed.

The following observation and journal entries are evidence of the importance of using

⁵ A brainstorm was made of the words that students thought they could find in the lyrics of the song, very few participated and said only three words (selfish, love and possession). (Our translation)

real materials for this classroom project:

O5;JP;18/04/18

Once the implementers played the video of the cheerleaders, all the students were paying attention to this and also were very impressed by the poses of the cheerleaders. They also knew the function of a cheerleader, which is to animate a group or people.

E3;DC;21/03/18

We also presented a video of the *Oprah Show* in which Pharrell was sharing how it felt about the reaction of the people with the song “Happy”, students did not seem to understand everything since it was in English, but surprisingly, when we asked the students about what they understood, they were able to get the idea of the video.

Student's likes and dislikes as an aid to engage and motivate the classes.

Kluth and Schwarz, (2008) give some recommendations in order to promote student's interests in the class. In their book, they mentioned how a teacher needs to recognize their passions and likes, and use these as motivators to increase engagement. For this reason, it was important for the implementers to involve students in the participation of the implementations from the first day of class. Besides, those considered important to know more about their student's likes and dislikes in terms of music, so those could plan the classes based on that previous information. In order to determine this, implementers provided a list of sixteen famous songs and presented them to the learners, so they could select eight of them. At the moment of including students in this process they could both have a view of what the lessons might be, and engage and motivate them in their process of improving their listening comprehension.

The following entries were taken into account as an evidence of the aforementioned:

Attached implementers include the list of songs for the students to choose for the listening input.

A0;07/03/018

Name: _____ How old are you? _____

What is your favorite type of music? _____

Mark with an X, 8 songs of this list that you like the most.

1. OMI –Cheerleader
2. Ed Sheeran –Perfect
3. Magic! –Rude
4. Pharrell Williams –Happy
5. Guns's and Roses –Sweet child of mine
6. Bruno Mars –Just the way you are
7. John Legend –All of me
8. Coldplay –Paradise
9. Carly Rae Jepsen -Call me maybe
- 10.REM –Losing my religion
- 11.Charlie Puth –Attention
- 12.Miley Cyrus –Malibu
- 13.Bob Marley –Is this love
- 14.Bruno Mars –Lazy song
- 15.Hoobastank –The reason
- 16.Justin Timberlake -Can't stop the feeling

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In the following excerpt of a class observation, implementers evidence the fact that students were motivated when listening and singing the song taken from the list above shown.

O6;JP;25/04/18

I noticed that students liked the song because at the second time some of them started to sing it, and this time most of them had already finished the activity. In general they did it great!

E7;DA;25/04/18

En la actividad principal de la clase, los estudiantes tuvieron una muy buena actitud debido a que el ritmo de la canción era alegre, incluso algunos bailaban un poco mientras realizaban el ejercicio.⁶

E1;JP;07/03/18

Después continuamos con la lista de selección de canciones, considero que esta actividad de preguntarles a los estudiantes qué canciones incluir en las implementaciones fue algo que realmente los motivó y los hizo sentir de cierta manera incluidos en sus proceso de formación, ya que definitivamente estaban muy atentos mientras reproducimos cada canción. Y siempre expresaban sus opiniones como “¡Ay, esa me gusta!” o cuando las parábamos decían como “Ahhh, yo quiero que la escuchemos toda”⁷

Student's necessity to listen to the song more than once

In the while listening stage, it was evident that in order to complete the activities, students had to listen to the song at least twice or three times in order to finish the exercise. It was easier for students to complete the activities after listening more than once, this might be because they got used with the audio and the worksheet as well. John Field, (2015) stated how playing an audio more than one time is a controversial topic due to the variety of

⁶ In the main activity of the class, the students had a very good attitude because the rhythm of the song was cheerful, even some danced a little while doing the exercise. (Our translation)

⁷ Then we continue with the selection of the song's list, I consider that this activity of asking the students what songs to include in the implementations was something that really motivated and made them feel included in their formation process. They were very attentive while we played each song, they always expressed their opinions as "Oh, I like that!" Or when we stopped the song they said "Ahhh, I want to listen to everything". (Our translation)

opinions. While in some cases it compensates the lack of visual material and helps to increase scores and might made the things “easier”, there are other cases who argued how in real world the listeners only have one opportunity to listen and understand what is said. Although there are different opinions about playing an audio more than once, the incoming journal and observation entries proved to this project its benefit in listening comprehension.

E5;DC;11/04/18

Escuchamos la canción varias veces, esta vez no parecían estar tan perdidos. Al monitorear el trabajo, pude ver que la mayoría tenía las respuestas correctas.⁸

O3;DC;04/04/18

Los estudiantes escucharon la canción varias veces para responder las preguntas, algunos trataban de copiarles a sus compañeros, los profesores tuvieron que recordarles que el trabajo era individual. También se tuvo que recoger el worksheet de la estudiante nativa, ya que terminó desde la primera reproducción de la canción y los demás trataban de preguntarle. Aparte de esto, los estudiantes resolvieron el ejercicio muy rápido, en la segunda reproducción tenían casi todas las respuestas y sólo estaban dudando en la quinta pregunta, la cual resolvieron todos con la tercera reproducción.⁹

O6;JP;25/04/18

I noticed that students liked the song because at the second time some of them started to sing it, and this time most of them had already finished the activity. In general they did it great!

Student's motivation after understanding the task.

⁸ We listened to the song several times, and this time they did not seem so lost. At the moment of monitoring their work, I could see that most of them had the correct answers. (Our translation)

⁹ The students listened to the song several times to answer the questions, some of them tried to copy to their classmates, the teachers had to remind them that the work was individual. Also, we had to collect the worksheet of the native student, since she finished from the first reproduction of the song and the others tried to ask her. Apart from this, the students solved the exercise very quickly, in the second reproduction they had almost all the answers and they were only hesitating in the fifth question, which they solved in third reproduction. (Our translation)

During the implementation it was evidenced that students understood and applied the activities successfully once they were motivated. When students shown understanding, they demonstrated be willing to participate and wanted to finish the activities. Thus, we can conclude that when students understand the instructions and how to develop the task, they show positive attitude during the class since “motivation and emotion are central constructs to understanding” (Inzlicht et al, 2013).

The aforementioned is evidenced in the following journals entries.

E7;DA;25/04/18

Al final se hizo un juego de caiga en la nota, al principio los estudiantes eran tímidos al cantar la canción, pero luego fue una actividad divertida y que les ayudó a seguir el ritmo de la canción y a identificar y poner las palabras en contexto.¹⁰

E3;DA;21/03/18

Ponerles el contexto con algo que ya conocen, incluso mejor si es algo que les hace gracia ya que considero que genera buen ambiente en el salón y les motiva un poco más a hacer la actividad.¹¹

E1;DA;07/03/18

Se les explicó a los estudiantes que en el juego los ellos debían de presentarse en inglés, pero agregando en lugar de su apellido, el género musical preferido por cada estudiante y ellos tenían apoyo de algunos nombres de canciones en una diapositiva. El juego fue divertido y ayudó a tener una buena relación entre profesores y estudiantes.¹²

¹⁰ At the end, teachers did a game called “caiga en la nota”, first, students were shy to sing the song, but later it was a fun activity that helped students to follow the rhythm of the song and also to identify and put the letters in context. (Our translation)

¹¹ Having the students in context with something they know, even better if it is something that is fun for them, due to I consider that it makes a good environment in the classroom and also it motivates them to do the activity. (Our translation)

¹² It was explained to the students that, in the game, they should introduce themselves in English, but adding instead their surname, the musical genre that each student prefer. Also, they had the aid of some

E4;DA;04/04/18

En el desarrollo de la actividad principal, los estudiantes recibieron el worksheet de forma expectante y queriendo participar para completarla individualmente.¹³

Besides, the following observations entries evidence this statement O6;JP;25/04/18

I noticed that the students liked the song because at the second time some of them started to sing it, and this time most of them had already finished the activity. In general they did it great!

O1;DA;14/03/18

Al final puedo decir que los estudiantes tuvieron una mayor participación en las actividades después de entender que debían hacer, ya que al principio muchos de ellos no realizaron la primera actividad debido a que no entienden la instrucción en inglés.¹⁴

names in a slide. The game was fun and it helped to have a good relationship between teachers and students. (Our translation)

¹³ During the development of the main activity, students received the worksheet expectantly and wanting to participate to complete it individually. (Our translation)

¹⁴ At the end I can say that the students had a greater participation in the activities after understand what they had to do. This is because, at the beginning most of them did not finish the first activity due to they did not understand the instruction in English. (Our translation)

6. PEDAGOGICAL IMPLICATIONS

This project can be of interest for all the teachers that recognize the rich potential of using songs in the classroom both for young children and other older audiences. Songs are generally used for filling gaps with missing words and some other pedagogical purposes. But this project serves as an example of how teachers can modify the typical gap filling activity to have more dynamic ones in which students do not only need to provide the exact missing word, but they also have multiple choice options such as synonym and antonym-gap-filling, selection of the extra word in a sentence, organization of the sentences as they hear them, etc. It also serves as an opportunity to make the English classes funnier, more engaging and motivating for the students through English popular songs and the stories behind them. Finally, it works as an opportunity to use a tool that is present in student's everyday life since they can listen to music in almost every place and time.

We highly recommend for a similar project to work effectively, following the stages of development procedure, that is: the pre, while, and post listening stages. Based on this, during the pre-listening stage, it is useful to provide a context for the singer or the song to not only motivate students for the follow-up activities but also to give them tools to predict possible answers and preview vocabulary that they would listen to. For the while listening stage, students require to have the chance of listening to the song twice or three times. We also recommend that if the session lasts one hour or so, it is better to select only one fragment of the song according to the purpose of the activity since using the whole song can become

overwhelming. For the post listening stage, students were more engaged when they developed peer-assessment now that it gave them the possibility to receive instant feedback. For this stage, we also found relevant to ask students to compare if the predictions they made in the pre-listening stage were accurate with the content presented in the while listening stage. Also, assigning writing activities based on what students listened to helped us to recognize student's overall understanding of the song listened to.

Furthermore, it is important to have some considerations at the time of giving instructions since it is an important part in the lesson procedure. We recommend to use different strategies depending on the teacher's abilities and the students' level. For the kind of population considered for the project, the explanation of the task and the supply of instructions in general, are better understood when translanguaging is used. The main purpose of the lessons was to improve listening comprehension through songs, hence there is not a hassle or it is not unsuitable to use Spanish when giving instructions. Conversely, it motivates students to finish the task due to the fact that they completely understand what they have to do in class. We can say that the students feel comfortable receiving instructions in Spanish, nonetheless they would be highly demanded in L2 during the while listening stage of the class. It is recommended to use English as much as possible, but not being afraid to use Spanish when necessary as it is a very useful pedagogic tool for EFL students.

Lastly, it was great for us to have good technological devices such as speakers, computers and video beam that facilitated the activities of listening to the songs with high audio quality. Resourceful adaptations should be made if these were not the conditions for the classes. Besides, we consider important to have more than one hour of implementations

weekly. The fact of having extra time in the classes might be useful to deeply explore each of the stages previously mentioned. For instance, activities that imply grasping the main idea of the song or making inferences were complex processes due to two main issues: time constraints and the English level of the students. Since most of them did not have enough vocabulary or background knowledge, it could be significant for the students to have more classes based on structural elements of the L2 before accomplishing the activities of listening comprehension.

7. LIMITATIONS OF THE PROJECT

One of the limitations that we had during the implementation of the project, was that since the first observation that implementers made to the students in a class with their English in-service teacher, we noticed that the majority of students did not have the English proficiency level proposed by the Reto (Guía 22) since for tenth graders it should be a Pre intermediate B 1.2; however, the students seemed to be in A1. We corroborated this when observing student's performance during the classes: they did not know the meaning of the most common and basic English words. In addition, students used to have instructions and receive input in their mother tongue from their English in-service teacher; for that reason, most of them did not make efforts to try to convey meaning or speak in English expecting from the implementers in charge to do the same. Due to that, we had difficulties at the moment of giving input and, therefore, it was necessary to adapt our material to make it comprehensible for an A1 English proficiency level.

Another limitation that we found while developing the project, was that since there was a native girl in the classroom, when carrying out most of the while listening activities and we asked students to work individually, all the students who were near her started copying her answers. In order to overcome this issue, we collected her work as soon as she finished and reminded students that it was an individual task. However, their classmates asked her for help when they had any chance and she helped them with some answers. This was a difficulty both during the class implementations and when analyzing student's

linguistic outcomes since it is not clear for us whether the performance of the students was theirs only or else supported from other classmate.

Another difficulty that we had during the implementation of this project, was that we planned to make a comparison in terms of student's progress using the same type of test for the first session with the song "Perfect" by Ed Sheeran and in the last session with the song "The reason" by Hoobastank. But this was not possible because that day students had a political debate and we needed to finish the class sooner. Even if students managed to finish that test quickly, we decided that the information from that last session should not be used to gather results since students did not have enough time to complete the activity, and they were distracted preparing what they needed for the debate.

Lastly, a limitation that was evidenced in the project was related to the number of classes that were implemented in the project. We consider that to have more precise results and a bigger picture of what happens in class when songs are used to improve listening comprehension, it is needed to have more sessions in the classroom. With this, there is a chance to implement more than twice one strategy using different songs and then compare the linguistic outcomes, or apply different indicators per class in order to see the best way to cover an objective, and so on. It is difficult to make final conclusions in terms of listening comprehension when it was required eight sessions one hour each to do so.

8. CONCLUSIONS

This classroom project had the purpose of promote listening comprehension in students of a tenth grade by using songs, during this execution several positive and negative aspects were identified. Those aspects will be addressed below in the upcoming paragraphs.

Regarding positive aspects of the project, it was a good experience to implement the classes with students from 15 to 17 years old. Due to their age, we had the opportunity to include songs with different messages, and students were totally open to learn from each one of the songs. Additionally, their behavior with the classes was outstanding; they were very mature and honest at the moment of giving their opinion, or participating in the activities.

Another aspect to highlight was the big size of the classroom, which allowed us to carry out the activities in a comfortable place. The classroom also included speakers and video beam that worked properly, so all the students were able to watch the videos and listen to the song with a high quality.

On the other hand, with this implementation we evidenced that one of the main challenges was the use of English with the students at the moment of giving instructions and providing input. Since students were not used to listen to their teacher talking in English all the time, it was a problem at the moment we started the implementations because they always asked us to translate everything in their mother tongue.

At the time of the development of the classroom project, there are many differences on what implementers plan and what they execute at the end in the implementations, this project is not an exception. For instance in our planning stage, we thought that we would expend a lot of time designing the activities and the worksheet for each session. Whereas, at the moment of searching materials we discovered that were available good worksheets on Internet. Those had the songs needed in the project and they could be adapted according to our student's English proficiency level and their context, this finding made easiest the lesson planning process.

When analyzing the objectives of the project, we considered that the first one "identifying specific vocabulary from the song" was the objective that we worked the most, taking into consideration that in almost all the classes we modified gap filling activities in which students needed to identify specific words that they were listening in the song to complete it. This was also the most achievable objective since we noticed that students were able to complete it successfully when they had options and input related to the song, in general students made a good work while developing this objective. For the second objective, "grasping the main idea of the song" we needed to gather the information in the L1 in view of the fact that students did not feel comfortable explaining what the song was about in the L2. But in almost all the answers students identified the main idea of the song, even if they did not understood all the words in the lyrics. Finally, the objective "making inferences by listening to a song" was the most challenging one since it required that students managed the first and the second objectives, we considered that the eight sessions were not enough time to work on this objective, since it required a higher level of critical thinking.

All in all, this project provided to us different perceptions in terms of teaching and research. We understood that students have different necessities depending of their context, as we explained above. Students had difficulties in the way they use English since they have had classes in Spanish during their training process and they did not use to the use of English in class. With this difficulty, teachers should show their abilities in terms of pedagogy and implement strategies to overcome the situation. It will be different in each situation, however, in general we can conclude that the teacher should focus on the aim of his/her lesson, in our case it was listening comprehension, and provide strategies for the rest of elements in class like giving instructions, providing feedback or from students explaining their understanding. In other words, one element that must be mandatory in English is the main aspect of the class -- listening comprehension through songs-- and the other elements could be cover with strategies, including the use of Spanish through translanguaging.

9. APPENDIX

9.1. Appendix 1.

List of songs presented for the implementers:

1. Cheerleader - OMI
2. Perfect - Ed Sheeran
3. Rude- magic
4. Pharrell Williams - Happy
5. Sweet child of mine - Gun's and Roses
6. Just The Way You Are- Bruno Mars
7. All of me - John Legend
8. Paradise - Coldplay
9. Call me maybe - Carly Rae Jepsen
10. Losing my religion - REM
11. Charlie Puth - Attention
12. Malibu - Miley Cyrus
13. Is this love - Bob Marley
14. Bruno Mars, Lazy Song.
15. The reason - Hoobstank
16. Can't stop the feeling - Justin Timberlake.

List of songs selected by the population.

1. John Legend -All of me.
2. OMI -Cheerleader.
3. Ed Sheeran -Perfect

4. Pharrell Williams -Happy
5. Charlie Puth - Attention
6. Bob Marley - Is This Love.
7. Magic! -Rude
8. Hoobstank –The reason.

Organized hierarchically from the most voted to the **less voted**.

9.2. Appendix 2.

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| Date of the class: 14/03/2018 | Time: 7:00 -8:00 am. |
| Song: Perfect by Ed Sheeran | School: Kennedy Grade: 10A |
| Implementers: -Daniela Castaño and Juliana Peláez | Observer: Diego Cardona |
| <p style="text-align: center;">Applicable objectives</p> <p>Teaching objectives:</p> <p>T1. To design sessions incorporating activities with songs to practice listening comprehension.</p> <p>T2. To develop activities as a pedagogical tool to integrate songs in an English classroom.</p> <p>Learning objectives:</p> <p>L1. To identify specific vocabulary in written and oral form</p> <p>L2. To grasp the main idea of a song</p> | |

| L3. To make inferences by listening a song. | |
|---|--|
| Activity stage/time | Procedure of the activity |
| Pre-listening activity (15 mns) | <p>-Teacher will introduce the song <i>Perfect</i>, by showing a slide with a picture of Ed Sheeran and asking students if they know who is the singer of the song, his nationality, and what they think is the main idea of the song. After this, teacher will share a little bit about the story behind the song:</p> <p>“When Ed Sheeran was a kid, he met a girl called Cherry Seaborne, they studied in the same school at the east of England, when they graduated Cherry went to study in a university of United States and they took different directions. Many years later, in 2015, they met again in a friend’s party in Ibiza and they felt a strong connection and immediately fell in love. They started hanging out and have been together for more than two years. On December of last year they got engaged and Ed Sheeran wrote the song <i>Perfect</i> for his fiancé relating their love story.”</p> <p>While telling the story, teacher will use body language and some key images related to it such as an Instagram post in which Ed Sheeran shared that was engaged etc, in order to facilitate student’s understanding. After this, teacher will ask what words they think that could be related to the song <i>perfect</i> and write them on the whiteboard.</p> |
| While listening activity (25 mns) | <p>-Teacher will divide the students into pairs and provide them with a worksheet. (See appendix 3). Teacher will show in the slides the first activity in which they have the first stanza of the song <i>perfect</i>, there they will have synonyms highlighted and they need to write the corresponding ones that they heard in the song. In the</p> |

| | |
|-------------------------------------|---|
| Post listening activity (20 mns) | <p>second stanza, they will have the initial letter of some words and the blank space to complete it. In the third stanza, they will need to cross the extra word per sentence that is not in the song. After checking understanding of the instructions, teacher will give time to read the lyrics, try to guess which are the answers and give the definition of unknown words. Each stanza will be played at least two times so the students can confirm their answers.</p> <p>-Teacher will ask the students to exchange their worksheets with another pair. After that, teacher will show a video of the song <i>Perfect</i> with its lyrics so the students can mark as correct or incorrect their partner's answers. The song will be played one last time so the students can watch the official video and sing aloud. Finally, teacher will make a discussion about how they felt in the listening activity, if they found it difficult or not, compare the brainstorm of words made on the pre-listening activity to see if predictions were accurate or not, and explain some words from the vocabulary taken from the song if needed.</p> |
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9.3. Appendix 3.

Worksheet PERFECT by Ed Sheeran

1st

Write synonyms

I **discovered** a love for me
Honey, just dive right in
And follow my lead
well, I found a **lady**
Pretty and sweet
Oh, I never knew you were the
somebody waiting for me

2nd

Complete the words

Cause we were just kids when we
F____ in love
Not knowing what it W____
I will not give you up this time.
But darling, just kiss me S____
Your heart is all I own
And in your eyes you're H____
mine

3rd

Cross the extra words

Baby, I'm dancing in the dark moon
With you between my long arms
Barefoot on the green grass,
Listening to our favorite pop song
when you said you looked like a mess,
I whispered that underneath my breath
but you don't heard it,
Darling, you look so perfect tonight.

10.

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